



School Charter Strategic and Annual Plan for Hastings Girls' High School

2021

Principals' endorsement:	 Catherine Bentley
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Hastings Girls' High School 2021

HASTINGS GIRLS' HIGH SCHOOL STRATEGIC OVERVIEW 2018 - 2021

The HGHS school community will grow in understanding of and our ability to give practical effect to the Te Tiriti o Waitangi across all areas.

TE KANORAUTANGA
Learners are achieving excellent and equitable education outcomes.



GOAL 1
Enable our girls' to be literate and numerate

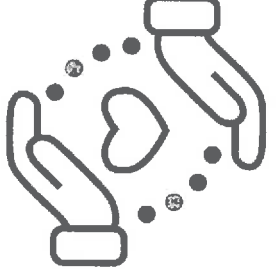
STRATEGIC INITIATIVES:

- Shaping teacher capability
- Curriculum enrichment
- Strengthening structures and systems

OUTCOME:

Girls' can contribute to and be successful in society

TE TUAKIRITANGA
Learners and whānau tell us they see and feel their identity, language and culture on a daily basis



GOAL 2
Providing a culture of extraordinary care

STRATEGIC INITIATIVES:

- Collaborative Community Partnerships
- Enhancing Akina Coach capacity
- Strengthening relationships with whānau

OUTCOME:

Girls' feel connected to and have strong positive relationships with at least one significant adult in the school who knows her story

KAITIAKITANGA
Learners as guardians of our past, present and future



GOAL 3
Developing and implementing a junior curriculum

STRATEGIC INITIATIVES:

- Building leadership Capacity
- Curriculum Review
- Creating a Hub based Junior School


OUTCOME:

HGHS has a curriculum that is locally based, knowledge rich and culturally responsive

HASTINGS GIRLS' HIGH SCHOOL TEACHING AND LEARNING

The HGHS school community will grow in understanding of and our ability to give practical effect to the Te Tiriti o Waitangi across all areas.

OUR GIRL
Tikanga, language and culture, whānau



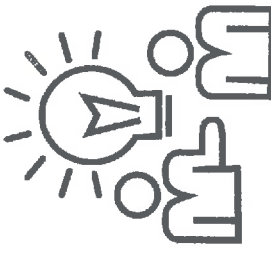
AKONGA:

- Knows who she is culturally, and the place in which she stands: Ngāti Kahungunu
- Brings her whole self to school
- Deserves the best curriculum and learning opportunities
- Is proud of herself and is courageous

KAIIAKO:

- Welcomes all students by name, knows iwi and marae
- Builds relationships first
- Evolves learning to suit the students
- Knows the strengths of each student and uses that for learning
- Scaffolds learning around context, need, enrichment

HER LEARNING
Ako, whakawhaungatanga



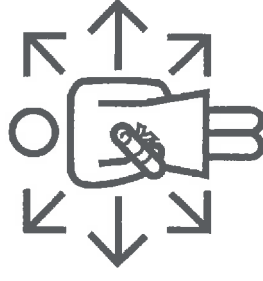
AKONGA:

- Is engaged in the complexities of the learning
- Sees herself in the learning
- Strives for excellence
- Has choice and voice in the classroom
- Knows what she is learning and why and what next
- Equity of resources for learning

KAIIAKO:

- Develops well planned and rich lessons 80/20
- Asks rich questions
- Uses data with student for learning
- Works with other teachers to develop a local, knowledge rich, cultural curriculum and learning connections across curriculum areas
- Develops rich knowledge of subject area

HER PATHWAYS
Autonomy, Self-Determination



AKONGA:

- Can drive her own learning
- Sets future goals and chooses pathways to achieve that
- Is well informed about her learning, pathways, opportunities
- Builds connections

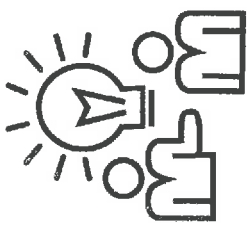
KAIIAKO:

- Works in partnership with students, whānau and other school leavers, outside providers with rich conversations around goals and tracks and supports student
- Believes in the students and speaks confidence into them
- Listens to students

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HASTINGS GIRLS' HIGH SCHOOL STRATEGIC GOALS 2018 – 2021

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GOAL 1
Enable our girls' to be literate and numerate

STRATEGIC INITIATIVES:

- Shaping teacher capability
- Curriculum enrichment
- Strengthening structures and systems

OUTCOME:
Girls' can contribute to and be successful in society

MONITORING:
Progress report for the BOT to be completed by SLT at the end of terms 2 and 3 with predicted results at the start of term 4

ANNUAL TARGET:

- Level 1 NCEA 90%
- Maori 90%
- Pasifika 80%
- University Entrance
- Literacy 75% in Year 12

Strategic Initiatives	Key Performance Indicator
1. Shaping teacher capability	
a) Curriculum reviewing teaching and learning reflective process and resourcing to support our direction	<ul style="list-style-type: none"> • Teaching and Learning PD to develop staff capability to analyse and use data to inform learning.
b) Continued development of growth coaching as part of best practice	<ul style="list-style-type: none"> • The development of growth coaching conversations with the aim of building school wide culturally sustainable practices and bettering students' achievement.
2. Curriculum enrichment	
a) Continuation of numeracy PLD including mathematics staff focusing teacher as inquiry on numeracy. Development of cross curricular opportunities to embed numeracy. <ul style="list-style-type: none"> • Increased classroom observations and working with Academic Quality Management Team to map, track and have targeted actions for students towards NCEA. • Head of Department keen to build bridges sharing practice with Intermediate schools' teaching of Mathematics. 	<ul style="list-style-type: none"> • Evidence in planning and teaching across the Mathematics department of strategies to develop numeracy.

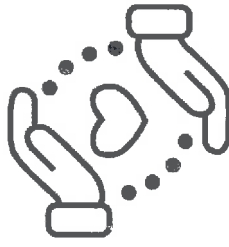
3. Strengthening structures and systems	
<p>a) Build and implement an annual plan for targeted PLD which best meets the needs of our staff and supports the strategic direction of the school.</p> <ul style="list-style-type: none"> • Margaret Ross to return to start the 2021 year – working with all staff and in Term 2. • Bill Hamilton to work with smaller groups including the Board as they start to shape the new strategic plan. • Continued development of 90 minute lesson and differentiation will remain a priority. • Embedding restorative practise will continue to be a focus. 	<ul style="list-style-type: none"> • Providing responsive, practical teacher professional learning to support all teachers which will impact directly on student learning outcomes.
<p>b) Continued development of LSC role to support transition of students between and within HGHS.</p> <ul style="list-style-type: none"> • Continue to refine the process particularly around the interviews to ensure we can capture the students' needs earlier. • Uniform shop to be located off site and no longer under HGHS umbrella. • LSC will develop the transition team which will include Careers, Gateway, SENCO, ELL and Star leaders. The purpose is to strengthen and streamline systems and processes to meet the pathway needs for girls in and out of school. 	<ul style="list-style-type: none"> • To develop a set processes to support their job role; and which will include the transition and monitoring of all new students, these will provide a clear framework for all staff working within the pastoral scope.
<p>c) Establish an Academic Quality Management Team</p> <ul style="list-style-type: none"> • To monitor student progress through course-specific academic checkpoints and respond accordingly as soon as students meet criteria placing them either at risk or in need of extension. • The cornerstone of this system will be a newly developed course outline and assessment plan for each individual course 	<ul style="list-style-type: none"> • Data will be used throughout the school to identify gaps in student learning. • Professional development will build teachers' and leaders' data literacy skills; kotahitanga • Increasingly, students and or whānau included as part of these conversations.
<p>d) Visual tracking of 'Names and Needs'</p>	<ul style="list-style-type: none"> • A detailed 'Names and Needs' wall for girls needing extra support in learning and or pastoral care. Their lead 'support person' will be identified as part of this.
<p>e) Further development of Departmental / Team goals – targets and connected to annual targets and goals</p> <ul style="list-style-type: none"> • Curriculum leaders will continue to set goals around Teaching and learning development. • KERU project to continue and AU want to apply for TRIF for 2022 solely with HGHS. • The Hauora Team will continue to form part of our regular meeting cycle. Exploring the possibility of establishing mirimiri as part of our hauora vision. • Pastoral team to develop an AKINA girl vision. 	<ul style="list-style-type: none"> • A school wide focus (narrowing and sharpening) on the 2021 strategic learning priorities.

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- Establishment of Academic Quality Management Team.
- Establishment of Business Manager Role.

TE TUAKIRITANGA

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GOAL 2

Providing a culture of extraordinary care

STRATEGIC INITIATIVES:

- Collaborative Community Partnerships
- Enhancing Akina Coach capacity
- Strengthening relationships with whānau

OUTCOME:

Girls' feel connected to and have strong positive relationships with at least one significant adult in the school who knows her story

MONITORING

Regular monitoring of academic goals by DP report of progress to the BOT with predictions of progress start of term

- Academic monitoring via Deans and Academic Dean

ANNUAL TARGET:

- 100% of students to set a learning goal with their Akina coach and this is recorded on KAMAR.
- 90% success in students working towards their learning goal.

Strategic Initiatives	Key Performance Indicator
<p>1. Collaborative Community Partnerships</p> <ul style="list-style-type: none"> a) Strengthening HGHS Pasifika community group. <ul style="list-style-type: none"> • Growth of Samoan pathway. • Continued development of Lalaga se fou space. b) Develop a Maori community group <ul style="list-style-type: none"> • The Board of Trustees are looking to engage an external provider form Ngāti Kahungunu to lead us through the revisioning of our strategic plan. 	<ul style="list-style-type: none"> • Partnering with Aiga to establish a strengths based / high expectations approach to raising Pasifika achievement. • Partnering with Whanau and Iwi to establish a strengths based / high expectations approach to raising Maori achievement.

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<p>c) Pasifika Hui d) Maori Hui</p>	<ul style="list-style-type: none"> • Building and maintaining high trust relationships in the form of a partnership with the Maori and Pasifika communities. Creating authentic and regular opportunities for us to listen and respond to the needs of the school community.
<p>2. Enhancing Akina Coach capacity</p>	
<p>a) Further development of the AKINA coach</p> <ul style="list-style-type: none"> • development of Akina Coach handbook supporting Akina Coaches in mentoring students. • Development of My Mahi across the school • Staff website built with links for all systems and key processes/information • Development of Sports Vision. 	<ul style="list-style-type: none"> • Developing collective efficacy across the school to support our girl in her journey through HGHS and in preparation for her tomorrow.
<p>3. Strengthening relationships with whānau</p>	
<p>b) Strengthen communication within and beyond school.</p> <ul style="list-style-type: none"> • Building school website, Panui and Facebook • Development of staff website • Building individual capacity of staff in project management 	<ul style="list-style-type: none"> • Streamlining of school wide communication
<p>c) Create meaningful opportunities for whanau to engage in conversations centred around their students learning.</p> <ul style="list-style-type: none"> • Further develop procedures underpinning the reporting system to ensure it is effective for students and families and efficient for all stakeholders. • Continue to provide opportunities to engage with whanau kanohi ki te kanohi. 	<ul style="list-style-type: none"> • Establish a reporting schedule in response to the findings in the Reporting Review.

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GOAL 3
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STRATEGIC INITIATIVES:

- Building leadership Capacity
- Curriculum Review
- Creating a Hub based Junior School

OUTCOME:
HGHS has a curriculum that is locally based, knowledge rich and culturally responsive

MONITORING:

- How are we going? Use the Now What? So What? End of unit reflection framework to review each curriculum unit

ANNUAL TARGET:
To complete planning and teaching of four cross-curricular units in Year 9

Strategic Initiatives	Key Performance Indicator
<p>1. Building Leadership Capacity</p> <p>a) Building capacity with our Senior and Middle leaders</p> <ul style="list-style-type: none"> • Continue to refine and build SLT way of working as a team where feedback, reflection and growth becomes fluid and safe. • Working together to support Middle leaders and on projects. • School Business manager having oversights of projects and upskilling us in managing these. These ways of working will role model for middle leaders' best practise and provide strong communication channels for Middle Leaders. 	<ul style="list-style-type: none"> • Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.

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<p>2. Curriculum Review</p>	<p>b) Building capacity with our Senior and Middle leaders</p> <ul style="list-style-type: none"> • Continue to refine and build SLT way of working as a team where feedback, reflection and growth becomes fluid and safe. • Working together to support Middle leaders and on projects. • School Business manager having oversights of projects and upskilling us in managing these. These ways of working will role model for middle leaders' best practise and provide strong communication channels for Middle Leaders. 	<ul style="list-style-type: none"> • Middle leaders to develop a clearer understanding of the educational leadership capabilities and to use these as a framework for leadership. To offer more targeted support to middle leaders. A focus on online managers coaching to grow capacity rather than people management and task driven.
<p>c) Development of SENCO role</p> <ul style="list-style-type: none"> • To have Teachers and TA working collectively on planning directly with each other. • SENCO to become more focused on students' individual needs and assessments and meeting with families. • TAs to attend all curriculum and student-based PD meetings 	<ul style="list-style-type: none"> • New curriculum policy to be developed which supports, guides, and reflects our curriculum. 	<p>3. Creating a Hub based Junior School</p> <p>a) Establishment of a Hub based junior school</p> <ul style="list-style-type: none"> • Building a hub approach to student learning, which builds on the students' passions/skills. A cycle of review and reflection will be shaped for the duration of the year – this will inform our next steps beyond 2021.